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ABSTRACT

Mutual gains bargaining (MGB) is a focused approach to contract negotiations that is designed to result in exchanges reflecting greater concern with mutuality than with self-interest. At St. Clair County Community College (SCCCC) in Port Huron, Michigan, three faculty contracts have been negotiated using an adaptation of MGB designed for the college's own context. In the prenegotiations phase, two teams undergo joint training in MGB techniques and bargaining skills, and then meet to develop a mutual calendar for negotiations. The teams' first meetings are devoted to establishing joint operating rules, arriving at consensus concerning which colleges to use for comparable data, developing a list of mutual interest statements, determining joint data needs, establishing subcommittees to study the various issues, and reviewing the Letters of Agreement attached to the expiring contract. After the subcommittees report to the teams, recommending solutions for the issues they were assigned, the two teams meet to negotiate a tentative agreement on the issues. This is the negotiations phase, which usually requires intense work on both sides. The final phase, postnegotiations, involves converting the tentative agreement into clear, concise contract language for presentation to both sides for ratification. SCCCC uses an "open" contract, which requires a continuous problem-solving approach between contract negotiations. Appendixes provide a sample training workshop schedule, a listing of resources, sample issue statements, about MGB, two samples of the monthly newsletter of the Professional Rights and Responsibilities Committee (PRRC), PRRC guidelines, and a sample Letter of Agreement. (JMC)

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Building Constructive Relationships through Bargaining

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With over 800 colleges and universities engaged in collective bargaining nationwide, bargaining is a fact of life on campus today. On many campuses, bargaining has been successfully integrated into campus processes in a way that strengthens and supports institutional goals. Unfortunately, on other campuses, an adversarial relationship has developed, leading to periodic, if not constant, conflict.

In the 1980s, responding to the need for a more constructive approach to bargaining, a myriad of books and articles began promoting "win-win" bargaining. Beginning with the publication of *Getting to YES: Negotiating Agreement Without Giving In* (1981) by Roger Fisher and William Ury of the Harvard Negotiation Project, a wide variety of sources have advocated a new approach to bargaining. In higher education, James Begin, Robert Birnbaum, and Bert Brown, working under the auspices of a FIPSE grant, developed Mutual Gains Bargaining (MGB) to help colleges improve the quality of their bargaining and promote institutional development.

Today, many terms are used to describe "win-win" bargaining: mutual gains bargaining (popular in academic circles), integrative bargaining, principled bargaining, collaborative bargaining, best practice bargaining, and non-adversarial bargaining (Hartfield, 1991). Whatever the name, however, the basic premises remain the same, as do the desired outcomes. According to Birnbaum and Begin (Begin, Birnbaum, and Brown, 1985), there are several reasons why administrators and unions should give careful consideration to Mutual Gains Bargaining:

> . . .it emphasizes collaboration rather than competition and is therefore more consistent with traditional academic values than the adversarial approaches that we commonly associate with industrial bargaining. In addition, although MGB is more difficult to implement, it is also more personally satisfying to participants in the process. MGB also recognizes that, since the faculty and administration of a campus have to live together in the environment they create through bargaining, treating each other as colleagues rather than as enemies is likely to lead to more productive future relationships.
>
> But while each of these outcomes may be desirable, our major reason for advocating MGB is more important than any of them. It is this: Both parties are likely to get more of what they want through MGB than through traditional bargaining approaches.

So, what is Mutual Gains Bargaining, and how can it be implemented?

MUTUAL GAINS BARGAINING: A BRIEF DESCRIPTION

What It Is and What It Is Not

Mutual gains bargaining is a "focused, skill-based approach to bargaining that is designed to result in exchanges reflecting greater concern for 'mutuality' than with exclusive self-interest." (Begin, *et al.*, 1985) MGB is a structured, monitored approach composed of certain core elements:

1. Mutual acceptance of the legitimacy of each side's true needs and priorities;
2. minimization of coercion and exploitation;
3. reliance on "positive influence" techniques;
4. expansion of the range of alternative solutions to issues being negotiated;
5. development of mutually-accepted rules for carrying out negotiations; and
6. focus on long-term understandings of gains and costs of bargaining, both in terms of the resolution of issues and in terms of the development of collaborative relationships. (Begin, *et al.*, 1985)

Compared to traditional bargaining and negotiator training, MGB has several important distinctions (Begin, *et al.*, 1985):

> First, it is based upon coherent and well-developed concepts in the applied behavioral sciences that have been successfully utilized in many competitive and conflict situations. . . .Second, MGB gives attention not only to bargaining skills, but also to understanding why these skills are successful so that parties can adapt them to meet their own unique circumstances. Third, MGB focuses attention upon the training and preparation of bargaining teams, rather than upon individuals.

Just as there are several things that MGB is, there are several things it is not. It is not:

*an alternative to collective bargaining
*an effort to:
  --co-opt unions
  --limit management rights
  --reduce faculty power
*a soft approach to bargaining

As a method for improving collective bargaining, MGB assists both sides in increasing their influence and improving their outcomes. MGB requires a high level of discipline and skill; it is tougher and more demanding than traditional bargaining.

Key MGB Concepts

Mutual gains bargaining is based on concepts from the applied behavioral sciences that have been used successfully in many conflict-resolution situations. One of the key concepts is

that of attributions--the inferences we make about other people's motivations, intentions, and characteristics. Basically, we decide people behave the way they do because of situational or dispositional (personality) factors. The tendency is to assume other people do the things they do because of their disposition (especially if a behavior is negative), while we explain our own negative behaviors as the result of the situation. Our positive behaviors, of course, are the result of our disposition! Attributions can significantly influence bargaining, because what we <u>think</u> people are like is more important than <u>what</u> they actually are like. Recognizing the importance of attributions and learning to move beyond dispositional to situational attributions is a key part of mutual gains bargaining.

Problem solving is another key concept in mutual gains bargaining. Rather than coming to the table with demands, which are really unilateral solutions to problems, mutual gains bargaining focuses on mutual problem solving. The first step in the mutual problem solving process is recognizing the legitimacy of each side's needs and priorities, then turning these issues into mutual issue or problem statements. Information is then gathered jointly and used to generate possible solutions. After a solution is selected and implemented, the final stage is evaluation and possible revision. The emphasis is on rational, objective problem solving, rather than each side taking a position and defending that position at all costs. Mutual problem solving is more likely to maximize the outcome for both sides, especially when brainstorming is used as part of the process. The basic principles of MGB problem solving are as follows:

1. Joint definition of problem
2. Joint collection of data
3. Joint prenegotiation study of problem
4. Joint generation of ideas, separating generation of ideas and evaluation
5. Acceptance of joint solution that meets both sides' needs

Closely tied to problem solving is the concept of separating people from the problem, and this can be done through the communications used by the parties. Communication should be aimed at developing a feeling of rapport, understanding, and mutual respect. Birnbaum *et al.*, in *Cooperation in Academic Negotiations*, suggest that there are four major aspects of effective communications in MGB:

1) They use positive rather than negative influence techniques; that is, they rely on promise, reward, and acceptance of responsibility for joint activities rather than denial, deception, rejection, coercion, or threat.
2) They avoid overcommitment to positions based exclusively on self-interest.
3) They emphasize flexibility and tentativeness when exploring mutual gains opportunities.
4) They emphasize the intensive search for possible joint activities, mutual goals, and refinement of mutually gainful solutions. (Arlen, Petrack, and Rogowski, 1988)

Jerome Barrett, Industrial Relations Specialist in the U.S. Department of Labor, has summarized the key principles of win-win bargaining with the acronym *PAST: Principles, Assumptions, Steps, Techniques* (Barrett, 1990):

Principles

- •Focus on issues, not personalities
- •Focus on interests, not positions
- •Create options to satisfy both mutual and separate interests
- •Evaluate options with standards, not power

Assumptions

- •Bargaining enhances relationships
- •Both parties can win
- •Parties should help each other win
- •Open discussion expands mutual interests and options
- •Standards can replace power re: bargaining outcomes

Steps

- •Prepare for win-win
- •Develop opening statements
- •Identify issues
- •Identify interests
- •Develop options
- •Develop standards
- •Judge options with standards
- •Achieve win-win agreement

Techniques

- •Brainstorming
- •Consensus building
- •Problem solving
- •Idea charting
- •Others

Organizing for Mutual Gains Bargaining

Having decided to try mutual gains bargaining, how does one go about preparing for the process? The traditional first step, choosing the bargaining teams, is applicable in mutual gains bargaining as well. A key consideration in selecting team members is that they must be committed to the mutual gains approach. If an individual is assigned the role of bargainer rather than volunteering, or volunteers believing that mutual gains bargaining is "easy" bargaining, then difficulties are likely to arise.

The next step is joint training in the process and techniques of mutual gains bargaining. The purpose of the training is twofold: first, to make sure both sides are starting from the same information base and second, to develop a cooperative attitude among team members prior to

actual bargaining. Having a common information base avoids the problem of "You're doing it wrong!", charges that occur when team members have not shared the same training. Therefore, it is important that all members of each team participate in the training, even though individuals may have gone through the training on a previous occasion. Working together as teams is important.

Negotiating A MGB Contract

Once the teams are chosen and trained, the next step is actually negotiating a MGB contract. There are three phases in mutual gains bargaining: Prenegotiations, Negotiations, and Postnegotiations.

During the first phase, **prenegotiations**, the two teams meet with their constituents and develop preliminary problem, or issue, statements. The teams then meet to exchange issue statements, explaining, discussing, and clarifying these statements. These statements are then developed into neutral statements that are acceptable to both sides. Data needs are identified at this point, and data collected. Brainstorming of possible solutions also occurs during this stage.

Stage two, **negotiations**, comes next after data have been gathered and possible solutions proposed. A key point to remember at this stage is that everything remains tentative until all issues have been resolved. No issue exists in a vacuum; any solution must fit in with other parts of the contract. That is why everything should remain tentative until the overall package has been arranged. During this stage, it is important that the teams keep in contact with their respective constituents, sharing the status, progress, and difficulties of negotiations. The tentative solutions should be verified with constituents on both sides before a final agreement is reached.

The third phase, **postnegotiations**, begins with converting the tentative agreement into contract language--clear, concise language. Then, the agreement is submitted to both parties for ratification. A final step in this phase is for both teams to hold a workshop for administrators to note the changes, their implications, and to answer any questions that may arise. It is essential that this workshop be conducted jointly, to avoid later problems of interpretation.

Throughout the process of negotiating a MGB contract, there are some basic rules to keep in mind. First, both teams need to keep in touch with their constituents. While the concepts of MGB are appealing, not everyone accepts these concepts, and any hint of secretiveness can be misconstrued. Second, because of the training process, the two teams can become so committed to the process that they may forget that they have to come out with a product that both sides will accept. Teams sometimes develop an "us (the teams) against them (constituents)" attitude, feeling the rest of the faculty and administration "just don't understand the MGB concept." Finally, MGB is heavily information-based. Teams can never have too much information, and that information must be analyzed carefully. MGB is not easy bargaining; it requires a great deal of work and effort.

ST. CLAIR COUNTY COMMUNITY COLLEGE: A CASE STUDY

The Decision to Use Mutual Gains Bargaining

St. Clair County Community College is a medium-sized community college (4,500 student headcount, 2,100 FTE) located in southeastern Michigan. Founded in 1923, the college was part of the Port Huron Area School District until 1968, when a county-wide election transformed Port Huron Junior College into St. Clair County Community College.

Collective bargaining for public employees in Michigan began in 1965 with an amendment to the state Public Employees Relations Act (PERA). St. Clair County Community College began bargaining as an independent college in 1968. Bargaining at the college was not atypical for the times: the faculty went on strike for one day in 1970, when the Board of Trustees refused to ratify a tentative agreement reached by both sides. In 1972, the faculty turned down a tentative agreement. Negotiations between 1972 and 1982 were usually marked by conflict, with agreements rarely reached by the expiration date of the contract. State mediators were usually brought in before settlements were reached.

The low point in negotiations was reached in 1982-84 when the 1980-82 agreement expired, and a successor agreement was not achieved for nearly two years. After working without a contract for a year, the faculty went on strike in the fall of 1983 for three days, delaying the beginning of the fall semester. Return to work was based on an agreement to submit the dispute to state fact-finding. When the two sides still could not reach agreement following issuance of the fact-finder's report, the faculty went on strike a second time in February, 1984. An agreement was finally reached through the auspices of the state mediator, meeting at the headquarters of the Michigan Employment Relations Commission in Detroit. Needless to say, there was a legacy of bitterness on both sides as a result of the protracted conflict.

About this same time, representatives of Schoolcraft College in Livonia, Michigan, began presenting some of the ideas they had acquired while attending a workshop on mutual gains bargaining in New York City. The president of St. Clair County Community College, Richard L. Norris (now retired), took a group of administrators to Schoolcraft College to hear the presentation, then talked to faculty union officers about trying a similar approach. The union agreed, and the first training session was held in May, 1985. St. Clair County Community College has now negotiated three faculty contracts using mutual gains bargaining--one of the few institutions in higher education to have negotiated that many contracts using the MGB approach.

MGB at St. Clair County Community College

One of the important characteristics of mutual gains bargaining is that the training focuses not only on bargaining skills, but also on understanding why these skills are successful so that the parties can adapt the skills to their own unique circumstances. Having gone through the training three different times with three different groups of trainers, faculty and administrators at St. Clair County Community College have adapted MGB for use within their own context.

The first step in preparing for bargaining is to arrange for joint training of the two teams. A sample workshop schedule is found in Appendix A. Some suggested resources for training are found in Appendix B. When the training is completed, the teams meet for dinner (hosted by the college) to develop a mutual calendar for negotiations. The most recent negotiations (1991) took place in accordance with the following schedule:

Dinner - St. Clair County Community College Sponsor
Friday, March 22, 1991

Meeting #1	Thursday, March 28, 1991	3:00 - 6:00 p.m.
Meeting #2	Thursday, April 4, 1991	3:00 - 6:00 p.m.
Meeting #3	Friday, April 5, 1991	4:00 - 8:00 p.m.
Meeting #4	Saturday, April 6, 1991	8:00 - 12:00 noon 1:00 - 4:30 p.m.
Meeting #5	Thursday, April 11, 1991	3:00 - 6:00 p.m.
Meeting #6	Friday, April 12, 1991	2:00 - 7:00 p.m.
Meeting #7	Saturday, April 13, 1991	10:00 a.m. - 4:00 p.m.
Meeting #8	Thursday, April 18, 1991	3:00 - 6:00 p.m.
Meeting #9	Friday, April 19, 1991	2:00 - 6:00 p.m.
Meeting #10	Saturday, April 20, 1991	8:00 a.m. - 4:30 p.m.
Meeting #11	Thursday, April 25, 1991	3:00 - 6:00 p.m.
Meeting #12	Friday, April 26, 1991	2:00 - 6:00 p.m.
Meeting #13	Saturday, April 27, 1991	8:00 a.m. - 8:00 p.m.

Dinner - M.A.H.E. Sponsor
May 22, 1991

The first meetings of the teams are devoted to establishing joint operating rules, arriving at consensus on what colleges to use for comparable data, developing a list of mutual interest statements (issues to be bargained; a sample list is found in Appendix C), determining joint data needs, and establishing subcommittees to study the various issues. In choosing comparable colleges, the following mutually agreed upon criteria are used:

Fiscal Year Equated Students (FYES)
General Fund Revenues/FYES (tuition and fees, property tax, state aid, other)
Full-time faculty
Student Headcount
Geographic location (influenced by Metro Detroit)
Similar urban/rural district

Also very important at the beginning is a review of the Letters of Agreement attached to the expiring contract. The college operates with an "open" contract--between contract negotiations, the two sides meet monthly to "discuss issues of mutual concern regarding contractual matters." If necessary, Letters of Agreement are added to the contract to deal with these "issues of mutual concern." Over a three-year period, between twenty-five and thirty Letters of Agreement typically are added to the contract. At the beginning of negotiations, these Letters of Agreement are reviewed to determine which ones should be automatically incorporated into the contract, which ones should be discarded (e.g., those dealing with one-time-only situations), and which ones need further discussion and thus should be referred to one of the subcommittees.

The first couple of weeks of bargaining are devoted primarily to information gathering and subcommittee work. Joint meetings are held to review progress and discuss any difficulties that may have arisen. Subcommittees frequently meet at times in addition to scheduled meeting times. This constitutes the prenegotiations phase.

When the subcommittees have finished their work, they make a report to the joint teams, recommending solutions for the issues they were assigned to study. The two teams then jointly negotiate the final tentative agreements on the issues. This is the negotiations phase, and usually takes intense work on both sides.

The final phase, postnegotiations, involves writing contract language and preparing the tentative agreement for presentation to both sides for ratification. Both teams make a joint presentation of the tentative agreement to a joint session of the Board of Trustees and the union Executive Board. Ratification votes are then held by both sides; the Board of Trustees does not necessarily wait for a positive vote from the faculty before voting on the agreement. Following ratification, the union hosts a congratulatory dinner for the two teams.

Throughout the bargaining process, the teams issue joint communications to the entire college family, keeping everyone informed of the status of negotiations, a process which has evolved gradually over the years. During the 1988 negotiations, the union issued periodic updates to the faculty. The college's chief negotiator asked if he could share these communications with the Board of Trustees and the union agreed. During the 1991 negotiations, the teams agreed to issue joint communications on a weekly basis. Samples of these communications can be found in Appendix D.

Using mutual gains bargaining has led to the negotiation of contracts in a four- to six-week period, and the last three contracts have been ratified prior to the expiration of the existing agreement. This means the fall semester begins with a contract firmly in place. It also means there has been time for both sides to begin the process of implementation. Certainly, the process has not been without difficulties, but there has been the commitment on both sides to use the skills learned during training to work out these difficulties.

Maintaining a MGB Contract: Extending the Process Between Contracts

St. Clair County Community College is one of only about five institutions in higher education nationwide to operate with an "open" contract--that is, using a continuous problem-solving approach between contract negotiations. This rather unique approach has evolved gradually since the first MGB contract in 1985, and is a natural outgrowth of the problem-solving process used during negotiations.

The 1985-88 Faculty Agreement left several items unresolved, mainly because no agreement could be reached during negotiations. These items were referred to committees for study and possible resolution. However, a mechanism was needed for handling these issues. For many years, there had been a clause in the contract in the grievance procedure stating that representatives of the faculty and administration would meet monthly to discuss grievances. This avenue was utilized to deal with the unresolved issues, and the joint Professional Rights and Responsibilities (P. R. & R.) Committee was born (the union had had a P. R. & R. Committee for years to deal with grievances). The committee was formally recognized and its responsibilities outlined in the 1991-94 Faculty Agreement.

As it has developed, the P. R. & R. Committee does a variety of things: handles unresolved issues from the contract negotiations which are delegated to the committee or other special committees, considers new issues that are not covered by the contract, and, as part of the problem-solving process, evaluates solutions that were incorporated into the contract to see whether or not they are working. Especially when new contract provisions are negotiated, it is not always possible to predict what difficulties may arise with implementation.

Beginning rather informally, the committee has gradually formalized operations by developing operating guidelines and beginning a joint communication to the college family (see Appendix E for a sample newsletter and operating guidelines). Essentially, the committee deals with issues in one of three ways: developing a Letter of Agreement, proposing new language for ratification, or deciding no change is needed. Letters of Agreement are used for new issues, interpretations of items in the contract, one-time-only situations, and so on. These Letters of Agreement are approved by the administration and the union Executive Board, and become a part of the contract. A sample Letter of Agreement is found in Appendix F. When actual language in the contract is changed, the committee prepares contract language, which is then submitted to

both sides for formal ratification.

There are several advantages to having an "open" contract. First, by resolving issues as they arise, it prevents problems from festering and becoming bigger as they would if left until the next contract negotiations. Second, it reduces the number of issues to be negotiated during contract negotiations, because many issues have been dealt with between contract negotiations and the Letters of Agreement need only be incorporated into the new Agreement. Finally, the monthly meetings help keep the focus on working collaboratively, rather than in an adversarial manner. If mutual gains bargaining is something that is done only every two or three years, it is difficult to make it work. Practicing continuous problem solving makes contract negotiations much less difficult.

Of course, there are some pitfalls. First, with an open contract, there is always the temptation to "take a second bite of the apple": if an individual (or a group) did not like the outcome of negotiations on a particular issue, it can be raised again between contracts. Second, because the committee working between contracts meets only monthly, issues can drag on and on without resolution. There isn't the intense focus typical of actual negotiations. Third, there is the temptation to say, when things aren't working smoothly, "you're not using MGB!" Everyone has his or her interpretation of the process, and over time, these interpretations tend to surface and become more disparate. Finally, without the focus provided by an end point (such as contract expiration), it is easier for individuals or groups to delay resolution of problems simply by failing to do the work required.

SUMMARY

Is mutual gains bargaining and an open contract something for everyone? There are some basic questions to ask first:

1. Are you interested in changing the process?
2. Are you interested in changing relationships?
3. Are you interested in immediate outcomes?

Then, look at your institution: there are certain factors that increase the likelihood that MGB will work (Friedman, 1990). For example, what kind of leadership exists on both sides? For mutual gains bargaining to work, there need to be strong leaders on both sides. These leaders must be able to manage their constituents and the context of bargaining.

What kind of climate exists at the institution? Is there on-going labor/management dialogue? Are grievances based on genuine differences of opinion, not "political" differences? Look at the personalities involved: is there trust or mistrust? Are they anti-union or anti-administration or do they genuinely have the interests of the institution at heart? Can people on

either side of the table accept the success of another person? Can one side accept the successes of the other side? Creating an atmosphere where mutual gains bargaining can succeed takes work.

There are problems with mutual gains bargaining. There is the "You're doing it wrong" syndrome: negotiators can legitimately believe they are using MGB, and they still come up with different interpretations. Second, there is the "Are we negotiating yet?" syndrome, the structure of MGB says how you should end up, but doesn't always tell you how to do it, as each stage presents ambiguities. Third, there is the "We're running out of time" problem: with mutual gains bargaining, you spend more time discussing more issues in depth. Fourth, there is the claim, "There's no such thing as objective data". And, the mutual gains process tends to collapse in the final stages, especially when dealing with economic issues, and the sides tend to revert to traditional bargaining.

Despite these problems, however, using mutual gains bargaining can lead to some dramatic changes. In particular, bargainers do not act like regular bargainers: they do not line up on opposite sides, each side tries very hard to listen to what the other side is saying, and the atmosphere is more comfortable, leaving no (or few) personal antagonisms behind. Another benefit of MGB is that both sides learn a great deal about the institution. Both sides also get to know each other better, and negotiations do not produce the bitterness typical of traditional bargaining. Finally, specific gains are made in the contract--specific problems are resolved.

In summary, MGB can perhaps best be described as "a rational process being imposed on an irrational process" (Friedman, 1990). The changes that are made may be small, particularly at first, but that may be what is needed--small, incremental changes. MGB is not easy, but the returns justify the effort.

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APPENDICES

APPENDIX A:
Sample Workshop Schedule

MONTCALM COMMUNITY COLLEGE
SAINT CLAIR COUNTY COMMUNITY COLLEGE

MUTUAL GAINS BARGAINING WORKSHOP

Workshop Schedule

May 15-17, 1985

Wednesday, May 15, 1985

1:00 - 1:15	Opening Session
1:15 - 3:15	Assessing Bargaining Capabilities
3:15 - 3:30	Coffee Break
3:30 - 4:30	Analysis of Bargaining Capabilities
4:30 - 5:00	Introduction to the Workshop
5:15 - 6:30	Dinner
6:30 - 7:15	MGB Concepts: Intergroup Competition and Bargaining
7:15 - 8:00	Win as Much as You Can
8:00 - 8:45	MGB Concepts: Attributions and Bargaining
8:45 - 9:00	Introduction to the Bargaining Simulation

Thursday, May 16, 1985

8:30 - 9:15	MGB Concepts: Integrative, Distributive, and Intraorganizational Bargaining
9:15 - 10:45	MGB Skills: Problem Solving and the Language of MGB
10:45 - 11:00	Coffee Break
11:00 - 12:00	MGB Concepts: Issue Control/Fractionating Conflict
12:00 - 1:00	Lunch
1:00 - 2:00	Negotiating a Workshop Contract
2:00 - 2:30	MGB Skills: Organizing for MGB
2:30 - 2:45	Coffee Break
2:45 - 3:15	MGB Concepts: Summing Up Mutual Gains Bargaining
3:15 - 5:00	Bargaining Simulation: Exercise
5:15 - 6:30	Dinner
6:30 - 9:00	Bargaining Simulation (Continued)

Friday, May 17, 1985

8:30 - 9:30	Analysis of Bargaining Simulation
9:30 - 11:30	Reviewing Campus Data
10:30 - 10:45	Coffee Break
11:30 - 2:00	Identifying Problems
12:00 - 1:00	Working Lunch
2:00 - 2:15	MGB Skills: Making Plans
2:15 - 4:00	Making Plans
4:00 - 4:15	Team Caucus
4:15 - 4:30	Reporting Plans
4:30	Workshop Ends

The MGB Workshop was developed by J.Begin, R.Birnbaum, and B.R.Brown. Materials should not be reproduced or distributed without permission.

APPENDIX B:
Resources

Training is a key element in mutual gains bargaining. Arranging for this training may present difficulties, however. Some suggestions:

Roger Fisher and William Ury of the Harvard Negotiation Project and *Getting to Yes* fame, have established a separate company to provide services such as training:

Conflict Management, Inc.
Cambridge, MA.

There is also the "Getting to Yes: The Video Workshop", which includes 2 videocassettes, a Facilitator's Guide, six Viewers' Guides, a copy of *Getting to Yes*, and a follow-up audio tape. Cost: $2,000. Contact:

Getting to Yes: The Video Workshop
Nathan/Tyler
535 Boylston Street
Boston, MA 02116-9432

Robert Birnbaum and James Begin, developers of Mutual Gains Bargaining, no longer do the training themselves. However, they might provide some suggestions.

Robert Birnbaum	James P. Begin
Teachers College	Institute of Management and Labor Relations
Columbia University	Rutgers University
New York, NY 10027	New Brunswick, NJ
(212) 678-3751	

Jerome Barrett at the U.S. Department of Labor is training federal mediators in the techniques of win-win bargaining. Federal mediators are therefore possible sources of training.

Raymond Friedman of Harvard University is doing research on win-win bargaining and does training across the country.

Raymond Friedman
Graduate School of Business Administration
Harvard University
Soldiers Field
Boston, MA 02163
(617) 495-6484

Faculty members and administrators at Schoolcraft College, Livonia, Michigan have received permission from Robert Birnbaum, *et al.*, to use their materials in training. Contact:

Richard T. Arlen
Cooperative Academic Negotiations
1441 Hartsough
Plymouth, MI 48170
(313) 453-1145

Edward F. Hartfield of the National Center for Dispute Settlement in Michigan provides training in interest-based bargaining:

Edward F. Hartfield
National Center for Dispute Settlement
2000 Town Center, Suite 1900
Southfield, MI 48075
(313) 351-2640

Another source of information:

The National Center for the Study of
Collective Bargaining in Higher Education
and the Professions
Baruch College-CUNY
17 Lexington Ave., Box 222
New York, NY 10160-0336
Joel Douglas, Director

APPENDIX C:
Sample Issue Statements

MUTUAL GAINS BARGAINING
Joint Interest Statements
1991

1. The faculty wage package, including pay for overload, extra duty, and adjunct faculty, should be reviewed and revised to insure that it is fair, competitive, comparable, manageable, and affordable.

2. The faculty benefit package should be reviewed and revised, if necessary, to insure that it is fair, competitive, comparable, manageable, and affordable.

3. The process for determining pay other than base pay, including adjunct, overload, and extra duty, should be reviewed and, if necessary, revised.

4. The process for determining full-time faculty workload should be reviewed and, if necessary, revised while taking into consideration the work of the Instructional Environment Committee.

5. The definition of seniority should be reviewed and revised, if necessary, for clarity and manageability.

6. Scheduling should be studied and revised, if necessary, to insure that it meets student, program, faculty, institutional, and community needs.

7. Faculty qualifications for hiring, assignment, and reassignment should be reviewed and revised, if necessary.

8. The definition of expectations of faculty in regards to college service and professional development should be reviewed and revised, if necessary, while taking into consideration the work of the Faculty Evaluation Study Committee.

9. The allocation of resources for faculty travel and conferences should be reviewed and revised, if necessary, to insure it is fair, competitive, comparable, manageable, and affordable.

10. The relationship between Community and Business Services and the college credit division should be reviewed and revised, if necessary, with regard to course offerings and working conditions to insure that they are fair, competitive, comparable, manageable, and affordable while serving student, client, and community needs.

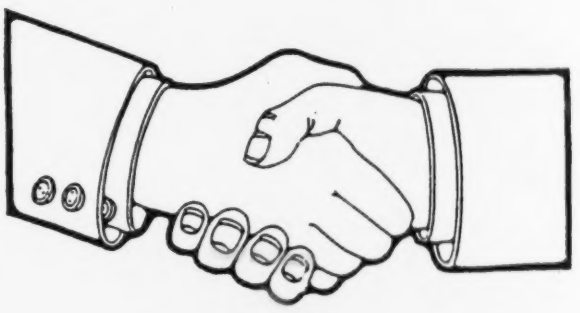
APPENDIX D:
Mutual Gains Bargaining Communications

We're Bargaining Better

March 27, 1991

The Board and Association Negotiating Teams completed three successful days of training in Mutual Gains Bargaining March 19-20-21. The training, conducted by the National Center for Dispute Settlement, was held at the Thomas Edison Inn.

Friday, March 22, the two teams met for a dinner meeting at the Fogcutter to confirm the meeting schedule and establish ground rules. Negotiations will begin Thursday, March 28, with a projected finish date of April 27.



We're Bargaining Better

Mutual Gains Bargaining Report*
#2, April 8, 1991

The Faculty and Board Mutual Gains Bargaining Teams met for three hours Thursday, March 28 for their first negotiating session. Both teams presented issue/interest statements and began the process of developing joint interest statements. Meetings on Thursday, April 4, Friday, April 5, and Saturday, April 6 were devoted to completing the joint interest statements (attached), establishing subcommittees (list attached), determining joint data needs, selecting comparable colleges for research purposes (list attached), reviewing existing Letters of Agreement for possible inclusion in the agreement, and beginning subcommittee work.

Throughout April, negotiating sessions are scheduled on Thursdays, Fridays, and Saturdays. Thursday and Friday sessions are scheduled for 3 and 4 hours respectively, while Saturday sessions are scheduled to last 7 1/2 hours each. The next negotiating sessions are scheduled for April 11, 12, and 13.

***These Mutual Gains Bargaining Reports are mutually agreed upon by both teams and constitute the only information being released during bargaining.**

BEST COPY AVAILABLE

MUTUAL GAINS BARGAINING
Joint Interest Statements
1991

1. The faculty wage package, including pay for overload, extra duty, and adjunct faculty, should be reviewed and revised to insure that it is fair, competitive, comparable, manageable, and affordable.

2. The faculty benefit package should be reviewed and revised, if necessary, to insure that it is fair, competitive, comparable, manageable, and affordable.

3. The process for determining pay other than base pay, including adjunct, overload, and extra duty, should be reviewed and, if necessary, revised.

4. The process for determining full-time faculty workload should be reviewed and, if necessary, revised while taking into consideration the work of the Instructional Environment Committee.

5. The definition of seniority should be reviewed and revised, if necessary, for clarity and manageability.

6. Scheduling should be studied and revised, if necessary, to insure that it meets student, program, faculty, institutional, and community needs.

7. Faculty qualifications for hiring, assignment, and reassignment should be reviewed and revised, if necessary.

8. The definition of expectations of faculty in regards to college service and professional development should be reviewed and revised, if necessary, while taking into consideration the work of the Faculty Evaluation Study Committee.

9. The allocation of resources for faculty travel and conferences should be reviewed and revised, if necessary, to insure it is fair, competitive, comparable, manageable, and affordable.

10. The relationship between Community and Business Services and the college credit division should be reviewed and revised, if necessary, with regard to course offerings and working conditions to insure that they are fair, competitive, comparable, manageable, and affordable while serving student, client, and community needs.

MUTUAL GAINS BARGAINING
Subcommittee Assignments
1991

Subcommittee Responsibilities

1. Determine data needed
2. Gather data
3. Apply problem-solving techniques, including brainstorming
4. Generate solutions
5. Recommend solutions

SUBCOMMITTEES

SUBCOMMITTEE A (WAGES) (Interest statements #1, #3)

*Paul Schmitt	Bob Kovach
Paul Geer	Anita Gliniecki

SUBCOMMITTEE B (BENEFITS) (Interest statements #2, #9)

*Bob Kovach	Paul Schmitt
Bill Gibson	Jacque DeFouw

SUBCOMMITTEE C (WORKLOAD) (Interest statements #4, #6, #8)

Linda Flickinger	*Cindy Rourke
Paul Geer	Anita Gliniecki

SUBCOMMITTEE D (FACULTY STATUS) (Interest statements #5, #7)

Kathleen Smith	*Larry Yaek
Cindy Rourke	John Lusk

SUBCOMMITTEE E (CBS) (Interest statement #10)

*Kathleen Smith	Larry Yaek
Anita Gliniecki	John Lusk
	Jacque DeFouw

SUBCOMMITTEE F (CLEAN-UP) (Clean-up/Letters of Agreement)

*Linda Flickinger	Cindy Rourke
John Lusk	Bill Gibson

Note: **Chief Spokespersons Nancy Claflin and Bob Bender are ex-officio members of all subcommittees.**

* = Subcommittee Facilitator

MUTUAL GAINS BARGAINING
Comparable Colleges
1991

Factors used in choosing comparable colleges:

Fiscal Year Equated Students (FYES)
General Fund Revenues/FYES (tuition and fees, property tax, state aid, other)
Full-time faculty
Student Headcount
Geographic location (influenced by Metro Detroit)
Similar urban/rural district

COLLEGES

Jackson Community College
Kalamazoo Valley Community College
Kellogg Community College
Monroe Community College
Muskegon Community College
Northwestern Michigan College
Schoolcraft College

Data from surrounding school districts will also be considered:

Intermediate School District
Marysville School District
Port Huron Area School District

We're Bargaining Better

April 15, 1991
Mutual Gains Bargaining
Report #3

We're half way there! That is, we're **half way** to our projected finish date of April 27. There are just two more weeks of bargaining scheduled, and we (the Mutual Gains Bargaining Teams) are optimistic that we'll meet our targeted finish date.

On Thursday, April 11, chief spokespersons **Nancy Claflin** and **Bob Bender** reported to the Board of Trustees on the progress in bargaining. The Board response to the report was very positive.

Meetings on Thursday, April 11, Friday, April 12, and Saturday, April 13 were devoted primarily to subcommittee work. Subcommittees worked on gathering and analyzing data and, in some cases, began the problem-solving process, including brainstorming. Some subcommittees have completed their primary work; others will continue to meet this week prior to Thursday's bargaining session. Final subcommittee reports are scheduled for the next Mutual Gains Bargaining meetings on **April 18, 19, and 20.**

REMEMBER, targeted finish date: APRIL 27!

We're Bargaining Better

April 22, 1991
Mutual Gains Bargaining
Report #4

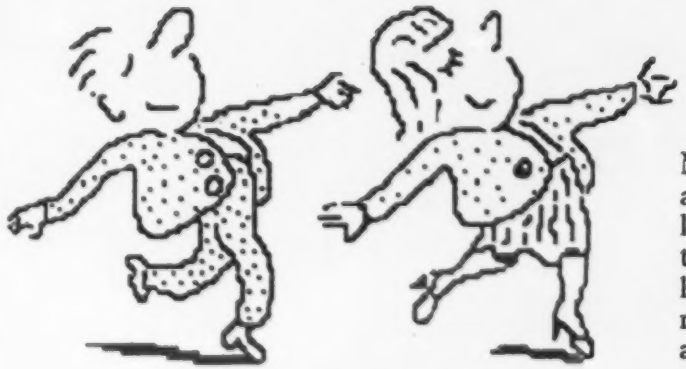
One more week to go--that is, one more week of scheduled bargaining for the Mutual Gains Bargaining Teams. We remain confident that we will meet our targeted completion date of April 27.

The various subcommittees (see Mutual Gains Bargaining Report #2) finished their work and made their reports, which were reviewed jointly by both teams. Meetings next week on **April 25, 26,** and **27** will be devoted to arriving at joint solutions and preparing contract language.

We're Bargaining Better

Mutual Gains Bargaining
Report #5
April 29, 1991

Success!



We have a tentative Agreement!

Weary but determined, the Mutual Gains Bargaining Teams arrived at a tentative agreement late Saturday, April 27, the targeted completion date. Final language and distribution details need to be worked out, but agreement has been reached.

Members of both teams will meet with the Board of Trustees and the Association Executive Board **Thursday, May 2 at 4:40 p.m.** to make a presentation of the new agreement. Ratification votes by both sides are planned for the week of May 6, so that we can end the academic year with a completed agreement in place.

APPENDIX E:
P. R. R.eports

St. Clair County Community College

P. R. & R.eport

The Monthly Newsletter of the Professional Rights and Responsibilities Committee

Vol. I, No. 1 March 6, 1992

The joint M.A.H.E./Administration Professional Rights and Responsibilities (P. R. & R.) Committee begins publishing a monthly newsletter with this issue. The purpose of this newsletter is to keep members of the College family updated as to the activities of the committee.

FINISHED ISSUES

The committee has finished work on items in this section; either a Letter of Agreement has been prepared for approval or, if necessary, the item is ready for submission for ratification.

Committee Guidelines: Although the joint P. R. & R. Committee has been in operation for several years, operations have been somewhat informal. This year, operating guidelines were developed and adopted. These guidelines are attached to this newsletter.

Accidental Cancellation of Classes: Over the past few semesters, some classes that are part of a faculty member's base load have been accidentally canceled prior to the regular cancellation date. These classes then have to be reestablished, usually with a different section number, and frequently end up with insufficient enrollment. A Letter of Agreement has been prepared, outlining procedures for dealing with this issue.

Compensation for Non-Teaching Faculty Extra Duties: The faculty contract set up a committee to study the question of compensation for non-teaching faculty for overload, extra duty, and adjunct faculty. The P. R. & R. Committee received the report, made modifications in the recommendations after discussion, and has sent it on for possible ratification.

ISSUES IN PROGRESS

The committee is working on these issues. Each issue is identified briefly and reference is provided indicating where the issue is in the issue resolution process.

Applied Music Adjunct Faculty and Retirement: *Mutual Issue Statement: Is it feasible and appropriate to provide retirement and F.I.C.A. credit to applied music instructors from the payment for college credit made by the students?* This issue is at stage II-C (see the attached Guidelines): Fact Finding and Research.

Compensation for Adjunct Teaching Faculty: *Mutual Issue Statement: Is it feasible and appropriate to make some adjustment in pay for adjunct teaching faculty who had accumulated more than 20 contact hours teaching for the college before the Fall, 1991 semester and who sustained cuts of 5% or more in their contact hour pay rate under the new contract?* This issue is also at stage II-C: Fact Finding and Research. A subcommittee composed of Joe DeLisa and Anita Gliniecki will be working on this issue, collecting data.

Definition of Seniority and Priority Rights: The faculty contract (page 113) charged the P. R. & R. Committee with discussing and making recommendations relating to faculty seniority, specifically:

1. A definition of priority rights.
2. Clarification regarding the accrual of seniority after reassignment.
3. Clarification of how the contract language is applied to the seniority list.

A subcommittee, set up to deal with this charge, has made recommendation on these issues. A Letter of Agreement is being written, and will be reviewed at the next meeting. The final copy will then be prepared for approval by the Association Executive Board and signature by the appropriate individuals. This issue is at stage II-E: Consensus.

UPCOMING ISSUES

These items have been submitted for the agenda, but have not yet begun the issue resolution process.

Evaluation: The Evaluation Committee has made some recommendations as to how to interpret the ratings on the evaluation forms with regard to college service and professional development. Before discussion began, however, the Association Executive Board asked that consideration be given to returning to a 5-point scale, so the Evaluation Committee is looking at these changes.

Faculty Eligibility for Overload in Fall '91 Semester per last Contract: In the last contract, faculty members had to reach a certain percentage of maximum student contact hours to be eligible for overload the next corresponding semester. Some faculty members made adjustments, such as teaching some overload without pay to increase their percentage of maximum student contact hours. This provision is no longer in the contract.

Student Grievance Procedure: There is a need to provide a clear procedure for students with grievances that will guarantee due process for both students and faculty, provide a means to resolve problems short of an adversarial process, and protect the college in case of potential lawsuits.

Department/Discipline Structure: There have been some changes in the department/ discipline structure since the contract was ratified.

Released Time Assignments: Review the procedure for and monitoring of released-time assignments.

COMMENTS?

Members of the P. R. & R. Committee:

Bob Bender
Patrick Bourke
Nancy Claflin
Joe DeLisa
Linda Flickinger
Anita Glinlecki
Murray Grain
Judy Morris
Tom Obee
Cindy Rourke
Kathleen Smith

Anyone having pertinent information or comments on any of the items mentioned in this newsletter should direct these comments, in writing, to **Jan Kuz**, committee secretary.

NEXT MEETING: March 24, 1992

St. Clair County Community College

P. R. & R.eport

The Monthly Newsletter of the Professional Rights and Responsibilities Committee

Vol. I, No. 2 March 27, 1992

The joint M.A.H.E./Administration Professional Rights and Responsibilities (P. R. & R.) Committee publishes this monthly newsletter to keep members of the College family updated as to the activities of the committee.

FINISHED ISSUES

The committee has finished work on items in this section; if necessary, the item is ready for submission for ratification, a Letter of Agreement has been prepared for approval, or a decision has been made that no action is necessary.

Applied Music Adjunct Faculty and Retirement: *Mutual Issue Statement: Is it feasible and appropriate to provide retirement and F.I.C.A. credit to applied music instructors from the payment for college credit made by the students?* After reviewing the data collected, the consensus of the committee was that, while desirable, the amount of credit from applied music classes was too small to make it feasible to provide retirement and FICA credit to applied music instructors. However, it was determined that guidelines should be drawn up, making more clear the responsibilities and duties of the department chairperson and those of applied music instructors.

Definition of Seniority and Priority Rights: The faculty contract (page 113) charged the P. R. & R. Committee with discussing and making recommendations relating to faculty seniority, specifically:

1. A definition of priority rights.
2. Clarification regarding the accrual of seniority after reassignment.
3. Clarification of how the contract language is applied to the seniority list.

A Letter of Agreement has been approved by the committee and is ready for approval by the Association Executive Board and signature by the appropriate individuals.

ISSUES IN PROGRESS

The committee is working on these issues. Each issue is identified briefly and reference is provided indicating where the issue is in the issue resolution process.

Compensation for Adjunct Teaching Faculty: *Mutual Issue Statement: Is it feasible and appropriate to make some adjustment in pay for adjunct teaching faculty who had accumulated more than 20 contact hours teaching for the college before the Fall, 1991 semester and who sustained cuts of 5% or more in their contact hour pay rate under the new contract?* A subcommittee composed of Joe DeLisa and Anita Gliniecki worked on this issue, collecting data. A consensus within parameters has been arrived at, and it is hoped to have a Letter of Agreement prepared for the next meeting. This issue is at Stage II-E: Consensus.

Memo Regarding Personnel Procedures: A memo regarding proper procedures in relation to use of and access to personnel files will be prepared for the April meeting. This issue is at Stage II-D: Determination of Possible Solutions.

UPCOMING ISSUES

These items have been submitted for the agenda, but have not yet begun the issue resolution process.

Evaluation: The Evaluation Committee is working on recommendations as to how to interpret the ratings on the evaluation forms with regard to college service and professional development and considering a return to a 5-point scale. The committee is planning a faculty survey this semester. The target deadline for finishing this issue is September, 1992.

Faculty Eligibility for Overload in Fall '91 Semester per last Contract: In the last contract, faculty members had to reach a certain percentage of maximum student contact hours to be eligible for overload the next corresponding semester. Some faculty members made adjustments, such as teaching some overload without pay to increase their percentage of maximum student contact hours. This provision is no longer in the contract. This item is targeted for resolution at the next meeting in April.

Student Grievance Procedure: There is a need to provide a clear procedure for students with grievances that will guarantee due process for both students and faculty, provide a means to resolve problems short of an adversarial process, and protect the college in case of potential lawsuits. This issue, along with possible revision of the Student Grade Appeal Procedure, is targeted for completion by the end of the Fall, 1992 semester.

Department/Discipline Structure: There have been some changes in the department/ discipline structure since the contract was ratified. This issue is targeted for resolution at the next meeting in April.

Released Time Assignments: Review the procedure for and monitoring of released-time assignments. This issue is targeted for resolution by September, 1992.

Clarification of Dean's Evaluation: Review and clarify Article V, Section Four, G--p. 37 with regard to parameters of evaluations.

COMMENTS

Items detailed in this section are miscellaneous items that pertain to committee activities.

Article V, Section Four: Faculty Evaluation: A question was raised as to the interpretation of Paragraph B-2, p. 24 of the Faculty Agreement. It is the consensus of the committee that this refers to faculty members serving as members of evaluation committees.

Guidelines for Professional Reports: The committee discussed the need for guidelines detailing what faculty members need to include on their annual professional report. The deans will send a memo to faculty members regarding this issue by April 1.

Members of the P. R. & R. Committee:

Bob Bender
Patrick Bourke
Nancy Claflin
Joe DeLisa
Linda Flickinger
Anita Glinlecki
Murray Grain
Judy Morris
Tom Obee
Cindy Rourke
Kathleen Smith

Anyone having pertinent information or comments on any of the items mentioned in this newsletter should direct these comments, in writing, to **Jan Kuz**, Committee Secretary.

NEXT MEETING: April 21, 1992

APPENDIX F:
Sample Letter of Agreement

ST. CLAIR

LETTER OF AGREEMENT
College-Paid Health Insurance

The College and the Association hereby agree that in lieu of the Blue Cross-Blue Shield Health and Hospitalization Insurance coverage specified in the Faculty Agreement, the College shall provide health and hospitalization coverage under the Michigan Education Special Services Association (MESSA) Super Care I program, in accordance with the following provisions:

1. Coverage under the MESSA plan shall begin July 1, 1991 or as soon thereafter as can be arranged.

2. The College shall pay the full premium of MESSA Super Care I coverage for the 1991-92 and 1992-93 college years.

3. For the 1993-94 college year, the College shall pay the full premium for MESSA Super Care I, providing the premiums thereof do not exceed the cost of the Blue Cross-Blue Shield program provided in the Faculty Agreement. In determining the cost of the MESSA Super Care I program, any savings realized in 1991-92 and 1992-93 in comparison to the Blue Cross-Blue Shield rates shall be subtracted from the MESSA rates.

4. If the cost of premiums in 1993-94 for the MESSA Super Care I program, minus any savings from 1991-92 and 1992-93, exceeds the cost of Blue Cross-Blue Shield premiums, the College and the Association will decide at that time whether to revert to Blue Cross-Blue Shield coverage or arrive at an alternative agreement.

This agreement shall not constitute a past practice, precedent, or a waiver of any rights whatsoever, by either party, and shall automatically expire on August 5, 1994.

For the College: R Ernst Dr

For the Association: Linda L. Hutchings

Nancy E Coffin

Date: 12/18/91

Letter of Agreement No. 4

33

P. R. & R. COMMITTEE
ORGANIZATIONAL GUIDELINES

I. ORGANIZATION/COMMUNICATION

A. Procedure

1. Set agenda at each meeting for the next meeting.

2. The Administration will be responsible for both the Agenda and Minutes.

3. Agenda Items are to be submitted to Jan Kuz no later than 4:00 pm on the Thursday prior to each meeting. *This does not preclude adding agenda items at the meeting if mutually agreed to.

4. The Agenda will be distributed on the Monday prior to the meeting date. Copies for MAHE will be forwarded to their P. R. & R. Chairperson.

5. Agendas will include three classifications:

- Unfinished Business

- New Business*

- Next Agenda

6. All communications should be sent to the P. R. & R. MAHE Chair and to Jan Kuz for forwarding to the Administrative Chair.

B. Unfinished Business

1. The name of the person accountable for a particular item will be listed on the agenda.

2. Any unfinished items will remain on the agenda until resolved.

C. The Agenda may be revised by mutual agreement.

D. New Business

1. Items for P. R. & R. should be submitted on a "P. R. & R. Issue Identification Worksheet."

E. The meeting will end at 4:30 p.m. unless there is mutual agreement to extend.

F. There should be mutual agreement before any non-committee members are included in the meeting.

G. All Letters of Agreement expire the last day of the current contract unless another date is mutually agreed to.

H. Letters of Agreement are to be signed by the P. R. & R. Chair, MAHE President, and the College President or his designate.

II. PROCESS FOR ISSUE DEVELOPMENT AND RESOLUTION

A. Agreement on Issue

B. Development of Mutual Issue Statement

C. Fact Finding and Research

D. Determination of Possible Solutions

E. Selection or Consensus on Solutions

F. Implement Solutions

G. Study the Effects

III. COMMUNICATION TO CAMPUS

A. Communication to Campus as mutually determined at each stage of issue development and resolution.

PR & R ISSUE IDENTIFICATION WORKSHEET

DATE:_____

SUBMITTED BY:_____

ISSUE:_____

_____

_____

_____

REASONS:

1. _____
2. _____
3. _____
4. _____
5. _____

LOCATION (I.E., CAMPUS-WIDE, DEPARTMENT, BUILDING, ETC.):_____

_____

DATE AND TIME ISSUE OCCURRED (IF APPLICABLE):_____

NOTES:_____

_____

_____

_____

RESOURCE PEOPLE REQUESTED:_____

APPROVED BY:_____

MUTUAL ISSUE STATEMENT:_____

_____

_____

_____

DATA NEEDED:

SUBCOMMITTEE MEMBERS:

MUTUAL GAINS

BARGAINING

TRADITIONAL BARGAINING

- TIME CONSUMING
- LACK OF DETAIL CONTENT
- ADVERSARIAL
- NOT REALLY COMMUNICATING
- YOU DON'T TRUST THE OTHER SIDE
- TOO IMPERSONAL
- ALWAYS UNRESOLVED ISSUES
  * MUST WAIT THREE MORE YEARS
- FOCUS ON TACTICS NOT OUTCOMES
- LACK OF INFORMATION SHARING
- LACK OF TRUST

MUTUAL GAINS BARGAINING

- FOCUS ON ISSUES, NOT PEOPLE
- "LET IT ALL HANG OUT"
- MGB TRAINING
- USE OF A NEUTRAL FACILITATOR
- DISCUSS INTEREST, NOT POSITIONS
- CREATE OPTIONS THAT SATISFY INTEREST
- JUDGE SOLUTIONS BY OBJECTIVE STANDARDS

HANDLING ECONOMIC ISSUES IN INTEREST-BASED BARGAINING

- JOINT BUDGET COMMITTEE

- CREATE SINGLE BUDGET DOCUMENT

- NOT LEFT UNTIL THE END

INTEREST-BASED BARGAINING IS NOT:

- AN ALTERNATIVE TO COLLECTIVE BARGAINING

- AN EFFORT TO:

  * CO-OPT UNIONS
  * LIMIT MANAGEMENT RIGHTS
  * REDUCE FACULTY POWER

- A WEAK APPROACH TO BARGAINING

- A CURE FOR A BAD RELATIONSHIP

ERIC Clearinghouse for
Junior Colleges

AUG 28 1992